DOCUMENT RESUME

ED 104 788 95 SO 008 286

AUTHOR	Trell, Pat
TITLE	Middle East. Grade Six, Unit Two, 6.2. Comprehensive Social Studies Curriculum for the Inner City.
INSTITUTION	Youngstown Board of Education, Ohio.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	Jun 71
NOTE	65p.; For related documents see ED 070 693 and SO 008 272 through SO 008 300; Some pages of marginal legibility
EDRS PRICE	MF-$0.76 HC-$3.32 PLUS POSTAGE
DESCRIPTORS	*Area Studies; Developing Nations; Economic Development; Elementary Education; Foreign Relations; Grade 6; History Instruction; Instructional Materials; Learning Activities; *Middle Eastern History; *Middle Eastern Studies; *Social Studies Units; Urban Education; War
IDENTIFIERS	Egypt; Elementary Secondary Education Act Title III; FICSS; Focus on Inner City Social Studies; Israel; Soviet Union

ABSTRACT

This sixth grade unit is one of a sequential learning series of the Focus on Inner City Social Studies project developed in accordance with the needs and problems of an urban society. A description of the project is provided in SO 008 271. As part of the sixth grade curriculum focusing on world power, this six week unit examines the nations involved in the conflict over the existence of Israel. Specific student inquiry areas include the land and people of the Middle East, economics of the Middle East, history of the Middle East to 1948 (and since) 1948, and interests of the United States and Union of Soviet Socialist Republics in the Middle East. The content of the unit includes teaching strategies, source materials, learning objectives, specific learning activities, and teacher and student resources. (Author/DE)

SO 008 286 ED104788

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE NATIONAL INSTITUTE OF EDUCATION THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

MIDDLE EAST

GRADE SIX, UNIT TWO

6.2

according to the
"Comprehensive Social Studies Curriculum for the Inner City"
as developed by

Project FICSS
(Focus on Inner City Social Studies)
Melvin Arnoff, Project Director
Associate Professor
Kent State University

Unit Author
Pat Trell

Unit Editor
Shari Popen

Participating School Districts	and Superintendents
Akron	Mr. Conrad C. Ott
Canton	Dr. Henry Kurdziel
Mansfield	Mr. Robert E. Glass
Youngstown	Dr. Richard Viering
Youngstown Diocese	Msgr. Wm. A. Hughes

The work presented or reported herein was performed pursuant to a grant from the U. S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U. S. Office of Education and no official endorsement by the U. S. Office of Education should be inferred.

Project No. 6090

June, 1971

BEST COPY AVAILABLE

ACKNOWLEDGEMENT AND DISCLAIMER

The work presented or herein reported was performed pursuant to a grant from the U.S. Office of Education through the Ohio Department of Education, Division of Planning and Evaluation. However, the opinions or work expressed herein do not necessarily reflect the position or policy of the Ohio Department of Education, and no official endorsement by the Ohio Department of Education should be inferred.

INTRODUCTION TO THE CURRICULUM OF GRADE SIX

Scope of the Curriculum of Grade Six

The units of grade six naturally grow out of those in grade five which had as their theme POWER IN THE STATE AND NATION. Grade six, therefore, is concerned with WORLD POWER. In grade five students learned about two major systems in which are invested some large degree of power, Government, and Education. In addition, they learned about some of the elements of social power.

In grade six, the units are geared to help students investigate the conditions under which people in other nations live as a result of the exercise of military, economic and political power in their countries. The extent to which the United States is involved in guiding or controlling the exercise of power is an important issue which is considered.

The existence of power is factual. How it should be exercised is moral. This it true even in the lives of sixth grade pupils; it is no less true of the world. Thus, pupils must consider the moral use of world power for only in this way will they progress toward becoming informed, oral agents.

Specifically the units in the sixth grade sequence are:

6.1 Viet Nam
6.2 Middle East
6.3 Czechoslovakia
6.4 Biafra and South Africa
6.5 Nazi Germany
6.6 The Moon

To some, the last unit may appear out of place, but it is not. National powers invest a large part of their resources in space exploration. Money is power and one must consider how it is to be used and on what priorities. Thus the 6.7 unit appears most appropriate as a concluding study for this grade level.

000004

SCOPE OF THE 6.2 UNIT

Although the Middle East includes an array of nations from Turkey to the east and south, this unit focuses specifically on the nations involved in the conflict which centers around the existence of the state of Israel. The chief counter-vailing force in this conflict is the United Arab Republic (Egypt).

Through the introductory experiences suggested in this unit or invented by the creative teacher, the pupils will have generated many questions about the nature of this conflict. Although it is impossible for the unit writer to guess into what categories their questions will fall, the following seems at least one logical division of the materials which is employed for the presentation of this unit guide.

Committee A	The Land and the People Israel Egypt Other Mid-East Nations
Committee B	Economics of the Middle East Israel Egypt Other Mid-East nations
Committee C	History of the Middle East to 1948 Rise of Zionism and the reality of Israel Arab roots in Palestine and resistance to Israel
Committee D	History from 1948-1970 The establishment of Israel, the two wars for existence The rise of Arab nationalism, Al Fatah and terrorists
Committee E	Foreign Involvement in the Mid-East United States U.S.S.R.

S0005

TABLE OF CONTENTS

Objectives.....1
Introductory Activities.....9
Categorizing Questions.....11
Suggested Information Retrieval Activities.....12
Information Retrieval
Committee A - The Land and the People.....14
Committee B - Economics of the Middle East....19
Committee C - History of the Middle East to 1948.....25
Committee D - History from 1948.....32
Committee E - U.S. and U.S.S.R. interests in the Middle East.....37
Suggested Reporting Activities.....42
Overview.....44
Generalizations.....45
Culminating Activities.....49
Learning Resources.....50
Bibliography.....52

90006

ESSENTIAL SOURCE MATERIALS

	TEACHER	PUPIL
The Middle East--Old Problems and New Hopes. Haig Babian. Scott Foresman Company, Chicago (Paperback)		8
Israel the Promised Land. Civic Education Series and Service. Washington, D. C. (Paperback)		8
The Middle East. Jay Walz (World Affairs Workshop) Encyclopedia Britannica, Inc. Chicago (paperback)		8
United States Interests in the Middle East. George Lenczowski. American Enterprise Institute: Washington, D. C. (paperback $3.00)	1	
The Middle East. (chart 30" x 40") Pictorial Charts Educational Trust, $1.95.		
The Middle East Crisis Map. Hammond $1.00		
The Arab World (Filmstrip) New York Twin $9.00.		
Egypt and the Arab World -- Current Affairs (filmstrip) $7.50.		
Search for Peace in the Middle East. American Friends Service Committee, Fawcett World Library, 1970. (paperback $.75)	1	5
The Israel-Arab Reader, Walter Laqueur, Bantam, 1969. (paperback $1.65).	1	5

000007

80000

OBJECTIVES

Knowledge

The pupil will know that:

1. The Middle East is made up of a number of separate countries: Egypt, Iran, Iraq, Israel, Jordan, Lebanon, Saudi Arabia, Syria, and Turkey.

2. The small countries of Yemen, Oman, Qatar, Bahrain, and Kuwait are also independent nations of the Middle East.

3. These small countries are ruled by sheiks, or chiefs of Arab tribes.

4. Aden is a territory under the protection of Great Britain.

5. The Trucial coast is shared by seven sheiks who have agreed to deal only with Great Britain.

6. The Middle East is located at the meeting point of three continents: Europe, Asia, and Africa.

7. There have been three routes used by travelers in the Middle East--over land, over water, and over land and water both.

8. The shores of the Mediterranean Sea, Aegean Sea, Caspian Sea, Persian Gulf, Black Sea, Arabia Sea, and Red Sea, all touch parts of the Middle East.

9. The Suez Canal was built to join the Mediterranean Sea and Red Sea.

10. The Middle East includes an area almost as large as the United States.

11. In general, there are mountains in the north and along the seacoasts.

12. In general, there are plateaus in other regions.

13. The plateau regions of the central parts are very dry.

Objectives (Cont.)

14. Deserts are very dry, mostly sandy areas where almost no plants at all can live.

15. In the semi-arid regions the land is poor and dry.

16. Minerals found in Israel include salts, potash, and copper.

17. The greatest mineral resource of the Arab states is oil.

18. The Middle East contains about two-thirds of the world's known oil reserves.

19. Water is a scarce resource in the Middle East.

20. Native born Jews in Palestine are called Sabras.

21. About 38% of the Jewish population in Palestine in 1967 were native born.

22. The remainder of the people of Israel are from the Americas, Europe, Africa, Asia, and Oceans.

23. Most of the people of Israel are of the Jewish faith.

24. Christians, Moslems, and Druses also reside in Israel.

25. Most of the Christians speak Arabic and regard themselves as part of the Arab nation.

26. The largest minority group are the Moslems.

27. The Druses are a religious group which split from the religion of Mohammed.

28. The Beduoins are a separate group of Moslems who live in the Negev Desert.

60009

Objectives (Cont.)

29. The Beduoins are a nomadic people.

30. Israel's population is young, with over fifty percent of the people under thirty years of age.

31. The population is not evenly distributed over the land of Israel.

32. The people of Israel are engaged in various occupations.

33. Immigration annually adds many to the population of Israel.

34. Since 1948, over 1,250,000 Jews have emigrated to Israel.

35. Arabs are all those who speak the Arab language.

36. Ninety percent of all Arabs are Moslems.

37. In desert areas, the Arabs are organized into tribes.

38. The Arabs who live in tribes are mostly shepherds.

39. These tribes are nomadic.

40. Arabs living in more fertile areas are usually farmers called fellahin.

41. The fellahin live in villages, in houses made of mud or stone.

42. Little friendship exists among the countries of the Middle East.

43. The state of Israel has not been accepted by the Arab countries.

44. Since 1949, Arab refugees from Israel are living in camps in Jordan and Egypt.

45. Some steps could be taken to permit the countries of the Middle East to help themselves.

000010

Objectives (Cont.)

46. The Nile River Valley was an important center of early civilizations.

47. Some of Abraham's descendants became the Jewish people.

48. The Jewish people lived and practiced their belief in one God.

49. Since the time of Abraham, Palestine has been regarded by the Jewish people as their Promised Land.

50. In 70 A. D., the Romans destroyed the Jewish holy city, Jerusalem, and the Jews lost their country.

51. After the fall of Jerusalem, many Jews began moving from Palestine.

52. Inner strivings and cultural influences as well as environment produced among the Jews of Eastern Europe a cultural movement which fostered national consciousness and singled out the land of Israel as a national haven.

53. Theodor Herzl was responsible for organized Zionism.

54. He called a Zionist Congress which was the official authority of the Zionist movement.

55. The Zionist Congress resolved to create a home for the Jews in Palestine.

56. This resolution became known as the Basel Programs.

57. Herzl's ideas and efforts along with the Zionist movement set in motion a new wave of immigration to Palestine.

58. The Balfour Declaration of November 2, 1917, was issued by the British government because the Turks threatened to destroy what the Jews had accomplished in Palestine.

00011

59. The Balfour Declaration pledged British support for "the establishment in Palestine of a national home for the Jewish people."

60. The Paris Peace Conference decided that Palestine should become a mandate.

61. Britain was given control of the Palestine area after World War I.

62. The Mandate recognized the historical connection of the Jewish people with Palestine and "the grounds for reconstituting their national home in that country".

63. The Arabs were irritated by the influx of Jews to the new state set up by the Mandate.

64. Arab resentment of the Jews temporarily forced Britain to restrain immigration to Palestine, but with the approach of World War II and increased persecution of the Jews in Europe, immigration to Palestine reached an all time high.

65. The White Paper of May, 1939, provided that after ten years, an independent and predominantly Arab Palestine would be set up.

66. It also stipulated that a total of 75,000 Jews were to be admitted to Palestine between 1939 - 1944, and that thereafter immigration to the Jewish National Home was to be stopped even for Jewish refugees unless the Arabs approved.

67. The League of Nations pronounced the White Paper in violation of the terms of the Mandate.

68. The desire of the Jews for a national home hardened into a demand for statehood.

69. In May, 1942, an extraordinary Zionist Conference was held at the Hotel Biltmore and decided that several steps should be enacted for the protection of the state of Israel.

00012

Objectives (Cont.)

70. By the end of World War II, the conflict over the Jewish National Home had reached a deadlock between the Arab nations and other nations that were pro-Palestine.

71. In April, 1946, an Anglo-American Committee was set up by the British Labour Government to study the Palestine problem.

72. The Anglo-American Committee recommended the admission of 100,000 refugees and the removal of restrictions on land sales to Jews.

73. The Palestine question was brought before the United Nations.

74. The General Assembly constituted the United Nations Special Committee on Palestine to examine the issues and submit proposals.

75. With the termination of the Mandate on May 15, 1948, the Arab states invaded Palestine.

76. The United Nations recognized the boundaries set by the war.

77. In twenty years, 1.2 million immigrants have arrived in Israel to double its original Jewish population.

78. Before the June War in 1966, the Arab minority numbered less than 400,000; after the war, Israel had one million Arabs.

79. Most Israelis prefer to get rid of newly-acquired Arabs.

80. Israel needs financial and cultural support as well as immigrants from abroad.

81. Armed clashed along the Israeli borders have perpetuated a state of tension and affected Israel's foreign relations.

82. The Arab armies are supplied by the Russians.

00013

Objectives (Con't.)

83. Arabs believe that the land of Israel is Arab land.

84. The United States is concerned with the fate of Jerusalem: the Israelis want to keep it; Jordan feels hurt by her loss of part of it; and Arab leaders want a holy war to get back Muslim holy places.

85. Jordan lacks capital investment and sufficient water supply to improve the agricultural conditions.

86. Saudi-Arabia reaps an enormous income from oil production, but it does little else for raising the economic standards of the masses.

87. Israel is often referred to as "The Miracle in the Desert".

88. The Israelis are well-educated and technologically more oriented that their Arab counterparts.

89. Israel depends more on technology than farming for the main occupation of the people.

90. Israel depends greatly upon western investments and loans.

91. All resources of the Middle East should be developed to provide better living conditions for the Arabs.

92. The Soviet Union has since 1956, given considerable economic and military aid to the Arabs.

93. Russia has a national reason for Middle East involvement.

94. Russia has bound success in Middle Eastern affairs at the expense of the United States.

95. The United States has been involved in the Middle East since the 1920's.

00014

Objectives (Cont.)

96. The United States' prestige has been a steady decline because of their political alignment with Britain and France (former colonial powers in the area).

97. The United States has political as well as economic reasons for being in the Middle East.

98. The Arabs are willing to play both major powers against each other in order to gain their nationalistic goals.

Skills

The pupil will be able to:

1. Use maps to locate the countries of the Middle East (Egypt, Saudi Arabia, Iraq, Iran, Israel, Jordan, Lebanon, and Syria).

2. Distinguish major physical features such as mountains, rivers, and deserts of the Middle East.

3. Make inferences about the climate, resources, and occupations after studying the topography of the Middle East.

4. Demonstrate ability to organize materials and information by having only relevant materials in reports.

5. Distinguish fact from opinion by using key words, such as "I think" or "In my opinion".

6. Organize historical materials chronologically in reports.

000015

I. Introductory Activities

To interest pupils in the study of the Middle East.

To raise questions which will structure the unit study.

LEARNING ACTIVITIES

The following list of activities are suggestions offered by the authors to introduce the unit. Any others which will stimulate the students to ask questions and begin to think along various topic lines should be used. Ideally, the introductory activities will stimulate questions in five or six categories, which can then be divided into committee research groups.

The Middle East Bulletin Board

Have the children bring magazine and newspaper articles to class concerning the Middle East during the past war. Post them on the bulletin board along with pictures and maps showing various aspects of the Middle East. Encourage questions about the board to determine content of this unit.

Relief Map

Show the class a large relief map of the Middle East. Have them raise questions about the Middle East's problems which result from its physical environment.

The Changing Map of the Middle East

Display several maps of the Middle East depicting different points in history, from biblical times to the present. Encourage questions from the class as to the problems that would arise from the varied partioning of the Middle East throughout history.

Religious Diversity

Write the name of the various Middle East religions on the chalkboard or bulletin board - Jewish, Moslem, Druse, Christian, (or post pictures of symbols of each religion) and ask the class where people of all these religions live as neighbors.

00016

I. Introductory Activities (Continued)

LEARNING ACTIVITIES

Ask them what they would like to know about these Middle East neighbors.

Filmstrip

Show one of the filmstrips provided in the essential materials kit to the class. Permit the class to ask questions after the first showing. Show it a second time to allow the class to develop further questions and expand upon areas of inquiry.

Hot Spots

Refer to the map of the World on which the hot spots of the world were placed to introduce the year's work. The teacher can indicate that the Middle East will be the next hot spot to be studied. Possible questions from the class will arise as to the nature of the Middle East problem as a 'hot spot'.

00017

STRATEGY	LEARNING ACTIVITIES	MATERIALS
III. Categorizing Questions		
To organize the questions raised by the class into researchable topics.	The class can be guided into organizing the questions they have raised by asking them which questions talk about the same thing as questions 1, 2, etc. Later they can label these categories.	
To identify topics which can be pursued by class committees	The writer of this unit is unable to predict what categories the class may decide upon. It does seem reasonable that they might come upon the following five topic areas: 1. The Land and the People 2. Economics of Middle East 3. History of the Middle East to 1948 4. History from 1948-1970 5. Foreign Involvement in the Mid-East The content of this unit has been organized according to these topics.	

00018

STRATEGY	LEARNING ACTIVITIES	MATERIALS
V. Suggested Information Retrieval Activities	1. Prepare a report on the Aswan Dam and state the reason for its importance to Egypt and why Nasser sought Soviet aid for the project.	
	2. Prepare a product and natural resource chart on each country.	
	3. Read news periodicals of 1967 for information about the Six Day War.	
	4. Prepare a report on the Suez Canal.	
	5. Write a diary entry which portrays the life of a refugee in one of the United Nations' camps.	
	6. Prepare a scrapbook of magazine and newspaper articles dealing with the Middle East crisis.	
	7. Prepare a report on Theodor Herzl and the growth of Zionism.	
	8. Prepare a map of the Middle East which will show the United Nations partition plan of 1947.	
	9. Read to find out if the American investors' interests are the main reason for the United States interest in the Middle East.	
	10. Prepare a report on the Dead Sea. Determine the scientific reasons for its existence. What are some biblical references to this area?	
	11. Make a flour and salt map of the Middle East showing major rivers, lakes, agricultural areas, and large cities. Use this map to explain the significance of water in the struggle among the Middle Eastern nations.	

00019

STRATEGY	LEARNING ACTIVITIES	MATERIALS
V. Suggested Information Retrieval Activities	12. Select a prominent Middle Eastern person and prepare a report about him.	
	13. Compile a scrapbook on the Middle East crisis. Include magazine and newspaper articles, pictures and drawings, maps, and other pertinent information.	
	14. Prepare a report on the Palestinian Arabs. Find out who they are, where they are now, and what their position is in the Middle East.	
	15. Find out what effect the death of Nasser had on the Mid-East crisis.	

000020

STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee A The Land and the People	I. The Lands of the Middle East A. Composition - Although the Middle East is often regarded as a single area, it is comprised of a number of separate countries.	

COUNTRY	AREA IN SQUARE MILES
Egypt	386,000
Iran	630,000
Iraq	168,114
Israel	7,984
Jordan	37,291
Lebanon	4,000
Saudi Arabia	617,600
Syria	71,227
Turkey	296,185

2. The small countries of Ymen, Oman, Zatar, Bahrain, and Kuwait along the coasts of Saudi Arabia and also independent nations of the Middle East. Each of these is ruled by a sheik, the chief of an Arabian tribe.

3. The Trucial coast is shared by seven sheiks. Their sheikdoms agreed to deal only with Great Britain.

4. Aden is a territory under the protection of Great Britain.

B. Location

1. The Middle East is an area of land located at the meeting point of three continents: Europe, Africa, Asia.
   a. For many years, the Middle East has been a crossroads for people going back and forth from Europe and Asia.
      1. One route was all overland.
      2. The other two routes were partly over land and partly over water.

12000

b. The shores of the Mediterranean Sea, Aegean Sea, Caspian Sea, Persian Gulf, Black Sea, Arabian Sea, and Red Sea all touch parts of the Middle East.
c. The Suez Canal was built to join the Mediterranean Sea and the Red Sea.

C. Size
1. The Middle East may be considered fairly large.
2. It includes an area almost as large as the United States.

D. Land
1. In general, the land features of the Middle East include mountains on the north and along the seacoasts and plateaus in the other regions.
2. The plateau regions of the central parts are very dry.
a. The deserts are very dry, mostly sandy areas where almost no plants at all can live.
b. In the semi-arid regions, the land is poor and dry. Only a few small plants and no trees at all will grow here.

E. Natural Resources in the Middle East
1. Minerals in Israel include salts, potash, and copper.
2. The greatest mineral resource of the Arab states is oil. These countries contain about 2/3 of the world's known oil reserves.
3. Water is a scarce resource in the Middle East.

II. The Peoples of the Middle East

A. Introduction
1. The story of people in the Middle East is an ancient one.
2. In many ways, this story influences the Middle-East peoples of today in the languages they speak, in their religion, and in their way of life.

B. The Jews
1. In 1967, the total population of Israel was 2,770,000, comprised of people from over seventy nations.

00022

a. About 38% of the population are native born, called Sabras.
b. The rest of the people are from the Americas. Europe, Africa, Asia, and Oceania.

2. Most of the people of Israel are Jewish, but the population also includes Christians, Moslems, Druses, and others.
   a. Jewish people lack uniformity in origin and physical appearances.
   b. Most of the Christians are descended from ancient inhabitants of the land, they speak Arabic and regard themselves as a part of the Arab nation.
   c. The largest minority group, the Moslems, are also primarily descendants of ancient inhabitants, as are the Druses, a group split from the religion of Mohammed.
   d. The Beduoins are a separate group of Moslems who live in the Negro Desert as nomads.
3. Israel's population is young, with over fifty percent of the people under thirty years of age.
4. The population is not evenly distributed over the land.
   a. About 82% of the people live in cities.
   b. About 18% live in rural villages and towns.
   c. City planning authorities are trying to distribute the population more widely over the country's land by restraining growth in the three largest cities, Tel Aviv, Haifa, Jerusalem, which are becoming overcrowded.
5. The people are engaged in various occupations.
   a. 1/5 work in industy.
   b. 1/5 work in agriculture.
   c. 1/6 are in commerce and finance.
   d. 1/3 are in the social services.
   e. 1/10 are engaged in other occupations.
6. Immigration adds many to the population each year.
   a. One of the fundamental principles of the land is that any Jew may come and live in Israel.
   b. Since 1948, over 1,250,000 Jews have emigrated to Israel.
   c. Many of these immigrants cause expense to the state since they do not have jobs or housing.

00023

V. Information Retrieval

Committee A

The Land and People

C. The Arabs
   1. The Arabs are all those who speak the Arabic language. Ninety per cent of all the Arabs are Moslems or followers of the Islamic religion.
   2. In desert areas the Arabs are organized into tribes, each with a leader called a sheik.
      a. These tribes are mostly shepherds who wander over the deserts with their camels, sheep, and goats in search of water and grassland.
      b. They carry their tents and other supplies with them, camping at one place until the grass and water are gone, and then moving on to a new place.
   3. Arabs living in more fertile areas are usually farmers, called fellahin.
      a. The fellahin live in villages.
      b. Their small houses are mud or stone huts.

III. International Cooperation in the Middle East

A. Little friendship exists among the countries of the Middle East.
   1. The state of Israel has not been accepted by the Arab countries.
      a. As soon as it became independent, the armies of four Arab countries attacked it.
      b. After the United Nations ended this fighting in 1949, thousands of Arabs living in Israel left to live in Arab countries. Since 1949, these people have been living in refugee camps in Jordan and Egypt.
   2. Even among the Arab countries, there are differences which make cooperation difficult.

B. Some steps could be taken to permit the countries of this area to help themselves.

000024

STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee A The Land and People	1. Improvement of irrigation systems. 2. Distillation of sea water. 3. Improvement of public health. 4. Changes in the tenant system of land ownership. 5. Raising of the standards of education.	

00025

STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee B Economics of the Middle East	I. Economics of the Middle East A. General Observations 1. Shortage of water a. Very acute 2. Countries fight over the water rights a. Jordan and Israel about Israel diverting the Jordan River for irrigation. 3. Poverty-wide spread a. Millions existing at a subsistence level. b. Most people engaged in agriculture. 1. does not pay. B. Peasants of the Middle East 1. Usually uneducated 2. Live in small villages a. Homes are one-floor ramshackles. b. Crowded 3. Food is restricted to bread and a few vegetables. 4. Water must be brought to the village from wells. 5. Does not own the land he works.. a. Belongs to absentee landlord. b. Pays the landlord in money or crops for the right to remain there. 6. Land is overcrowded with people and overworked. a. Perpetuates the poverty cycle. b. Peasant is unable to help himself. 7. Exploitation of the peasant is a common way of life. a. Wealth is in the hands of a few. b. The wealthy do not try and help the peasants. 8. Most Arab countries are lacking in capital investment in their economies. a. Results in a stand-still for most countries. II. Economic Comparison of Selected Arab Countries and Israel A. Egypt -- United Arab Republic	The Middle East Haig Babian

000026

STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee B Economics of the Middle East	1. Population-33 million-second most populace. 2. Center of trade routes between East and West. 3. Main occupation a. Farming - 3/5ths of all people earn their livelihood farming. b. Exists by irrigation. 4. Most important crop a. Cotton - chief source of income. b. Totals 3/4ths of all exports. c. Pays for most imports 5. Government a. Republican headed by President Anwar al-Sadat. 6. Education a. Free for children between the ages of six and twelve. b. 70% of elementary aged pupils attend school. c. 25% of secondary aged children attend school. 1. most are kept home to work the fields. 7. Industry a. Mostly government owned. b. Some western owned oil companies are there. 8. Lack of Economic Growth a. All economic gains offset by rising population - per capital income - $180. b. Loss of tourist revenue. c. Closing the Suez Canal. d. Expense involved in maintaining an army. B. Jordan - constitutional monarchy 1. Most backward in the Middle East. 2. Population - 2,500,000 - at least 700,000 of these are refugees now citizens. 3. Education a. Free and mandatory for all elementary children, many in the rural areas, especially girls do not attend school. 4. Land - chief natural resource a. Lack sufficient water supply.	World Book, 1970 The Middle East, pg. 47

000027

STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee B Economics of the Middle East	b. 1/3 of people earn a living by farming. c. The remainder are merchants, craftsmen, and laborers. d. All farming is done in 1/10th of the land each year. e. The remaining farm land lies fallow for two or three years to absorb the rainfall. 5. Reasons for Lack of Economic Growth a. Loss of tourist revenues from Jerusalem. b. Lack of capital investment by the wealthy. c. Lacking in capital investment the government is unable to plan future. C. Saudi Arabia 1. Population - over seven million. 2. Size - three times the size of Texas - largest country on Arabian Peninsula. 3. Government - monarchy assisted by a cabinet - usually appointed by the king. 4. Education - free but not required. Result - only one out of every twenty can read and write. 5. Main occupation - farming a. Over 1/2 of the inhabitants are farmers. b. Water is scarce plus the soil is salty. c. Amount of cultivated land is scarce. 6. Chief Natural Resource -- Oil a. First in the Middle East - Third in the World. b. Oil has enabled the average per capita income to rise to $500. c. Enables the government to loan Jordan and Egypt $120 million per year. 7. Reasons for Lack of Economic Growth a. Oil industry only provides 2 per cent of the population with jobs. b. Oil revenues cannot provide enough capital investment for large scale development.	

82028

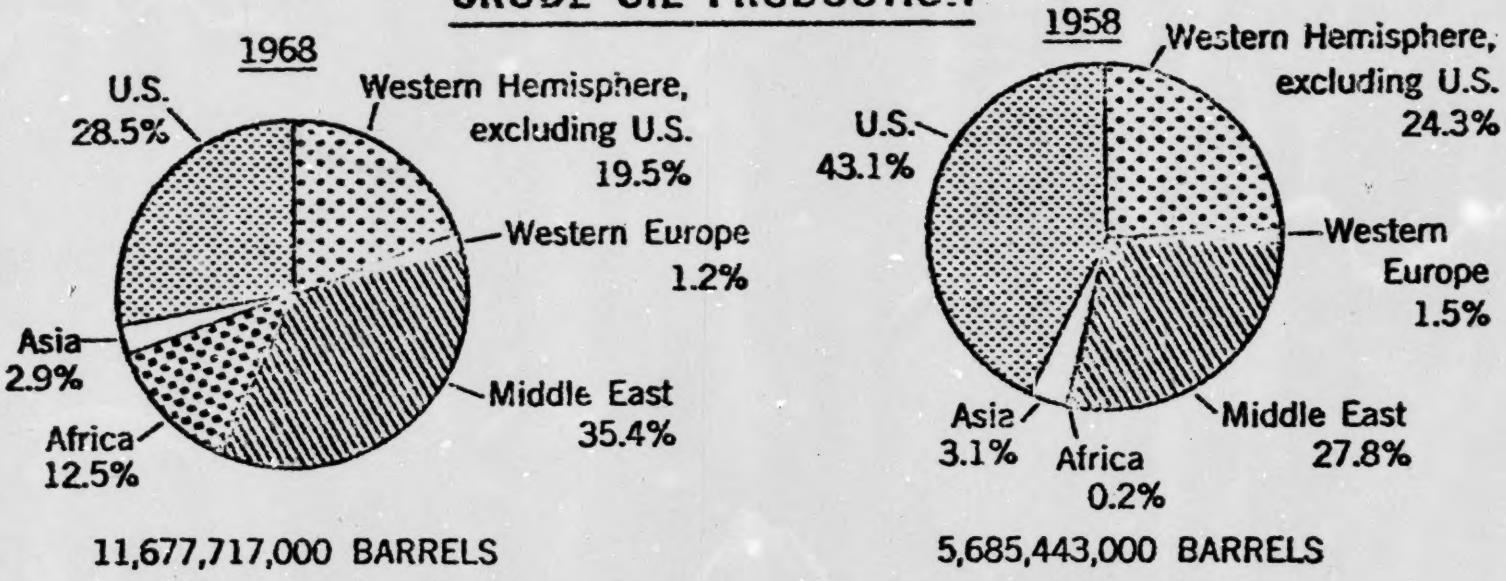
STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee B Economics of the Middle East	D. Israel - "Miracle in the Desert" 1. Government - Democratic Republic - Cabinet is the real authority. 2. Population - 2,908,000. 3. Education a. All children from five through thirteen go to school. b. Elementary schools are free. c. High schools charge a small tuition. d. Arabs have a choice between Israel's or Arab's schools. 4. People - well-educated, technically proficient, strong will to survive and excel, strong ties to Western technological civilizations. 5. Main occupation - manufacturing - agriculture only uses 16% of the work force. 6. Economy of Israel a. Depends heavily on foreign capital investments and reparation payments from West Germany. b. Per capita income is the highest in the Middle East- approximately $815. c. Economic growth rate is ten to eleven per cent yearly. 1. depends heavily on the importing of raw materials. 7. Ownership of Industry a. Equally divided between government, private investment, Jewish Labor Organization (Histadrut). 8. Needs for Future Growth a. Expansion of agriculture for domestic use. 1. depends on irrigation projects underway. b. Expansion of exports. c. Continuation of foreign capital investment. E. Differences Economically between Israel and Middle EAstern Arabs 1. Israeli's have started with fresh ideas. 2. Their will to survive and excel plays an important role. 3. Use more scientific methods to solve the problem of water shortage and other basic problems. 4. Presently they still are enjoying a healthy rate of foreign investment.	

00029

To the teacher: This transparency master supplements this week's Special Issue on the Middle East. Please see Teaching Guide for suggested use.

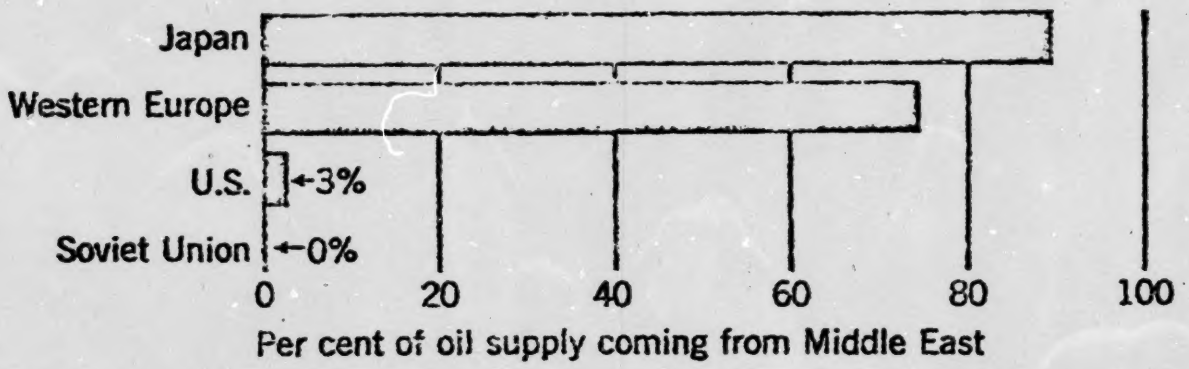
TRANSPARENCY MASTER # IR-24
TO BE USED WITH MAR. 12, 1971 JUNIOR SCHOLASTIC

CRUDE OIL PRODUCTION



Source: International Petroleum Annual 1968, Bureau of Mines, U.S. Dept. of the Interior

DEPENDENCE ON MIDDLE EAST OIL



BEST COPY AVAILABLE

000030

STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee B Economics of the Middle East	5. Resources of the Middle East must be developed to provide better living conditions for the Arabs. a. With Israel's technology background this can be done. b. To reduce the envy and hatred of the Arabs toward the Israeli's because of their economic successes.	Israel: The Promised Land C. E. S. Regional Studies

00031

STRATEGY

V. Information Retrieval

Committee C

History of the Middle East to 1948

CONTENT

I. Early Civilizations of the Middle East

A. The Nile River Valley
This important center of early civilizations was the strip of fertile land which lies along the eastern shores of the Mediterranean, curves northward through the present countries of Syria and Iraq, and then follows the Tigris and Euphrates Rivers south to the Persian Gulf.

II. The Early Jewish History

A. The Family of Abraham
1. About 2000 B. C., Abraham, of Ur in Chaldea, moved to Canaan, later called Palestine.
2. There he and his family lived and practiced their belief in one God
3. Some of Abraham's descendants became the Jewish people.
4. Since the time of Abraham, Palestine has been regarded by the Jewish people as their Promised Land.

B. About 1500-1200 B. C., famine swept their land, and the people of Abraham migrated to Egypt.

C. About 1200 B. C. the Hebrews were led from Egypt to Canaan by Moses.

D. About 1225-1020 B. C., the nation was ruled judges.

E. About 1004-586 B. C., the nation was ruled by kings, the two kingdoms were Israel and Judah.

MATERIALS

23000

STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee C History of the Middle East to 1948	1. In 721 B. C., the Assyrians destroyed Israel; hence, the ten lost tribes 2. In 586 B. C., Babylonia placed Judah in captivity a. In 583 B. C., the people returned to Palestine. F. In 63 B. C., the Romans conquered the Jews. G. In 70 A. D., the Romans destroyed the Jewish holy city, Jerusalem, and Jews lost their country. Many Jews began moving from Palestine. III. Early Arab History A. Mohammed established the religion of Islam whose followers are called Moslem. 1. Forced to flee Mecca in 622 A. D., he escaped to Medina (both cities in present Saudi Arabia). 2. Within a decade Mohammed had conquered Mecca and established rule over all Arabia. 3. Over the next century, Moslem armies expanded empire from Spain and North Africa to the borders of India. 4. On the site of the ancient Jewish temple in Jerusalem, Moslems constructed a huge mosque. Jerusalem became a holy city to the Moslems. IV. The Return to Zion Movement (19th and 20th centuries) A. National striving superceded religious yearning at this time as the compulsive urge. 1. Eastern Europe, notably Russia and Galicia, was the center of the new ferment. 2. Difference in religion had been and remained a fundamental segregating factor for the Jews in Europe and to it at this time was added the divisive force of nationalism.	

00033

V. Information Retrieval

Committee C

History of the Middle East to 1948

3. Inner strivings and cultural influences as well as environment produced among the Jews of eastern Europe a cultural movement which fostered national consciousness and singled out the Land of Israel as a national haven.

B. Theodor Herzl was responsible for organized Zionism.
   1. World War I marked a turning point for the Zionist movement.
      a. The Turkish Empire crumbled and Britain and France took over much of the Middle East.
      b. Jews were scattered around the world and clung to the hope of returning to Zion, the land God had promised to Abraham.
      c. Jews who favored forming their own nation became known as 'Zionists.'
   2. The new anti-Semitism shocked Herzl because it impuned the Jews as racially inferior and called for their segregation and isolation.
   3. Herzl called a Zionist Congress which resolved to create a home for Jews in Palestine. This became known as the Basel Program.
   4. The Zionist Congress was the official authority of the Zionist movement.
   5. Herzl's ideas and efforts along with the Zionist movement set in motion a new wave of immigration to Palestine.

C. The Balfour Declaration and Palestine Mandate
   1. The Balfour Declaration of November 2, 1917, was issued by the British government because the Turks threatened to destroy what the Jews had accomplished in Palestine.
   2. The Balfour Declaration pledged British support for "the establishment in Palestine of a national home for the Jewish people."
   3. After the British conquered Palestine during World War I, they were in a better position to fulfill their pledge.

00034

STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee C History of the Middle East to 1948	4. The Paris Peace Conference decided that Palestine should become a Mandate. Britain was given control of the Palestine area. 5. The Mandate recognized the historical connection of the Jewish people with Palestine and the "grounds of reconstituting their national home in that country." 6. Britain was to encourage immigration to the area and settlement of Jews on the land. 7. Hebrew, English, and Arabic were to be the official languages of the country. 8. A "Jewish Agency" was to be established to "assist and take part in the development of the country." 9. The Agency was to advise and cooperate with the British authorities in the building of the Jewish National Home. D. The Arabs: Claim to the Land and Reaction to the Mandate 1. The Arabs conquered Palestine in the seventh century A. D. 2. The Arabs were subject to alien rule in the Palestine area for periods of time, but still remained in Palestine for thirteen centuries. 3. The Arabs were irritated by the influx of Jews to the new state set up by the Mandate. 4. The Arabs felt that the Jews would make radical changes in their old ways. The Arabs connect tradition with religion. 5. The Jews had formerly held an inferior status but with the increase of the Jewish population, their status increased. 6. Arab resentment of the Jews temporarily forced Britain to restrain increased persecution of the Jews in Europe, immigration to Palestine reached an all-time high. a. During World War II, the Nazi's killed an estimated 6,000,000 Jews.	

000035

V. Information Retrieval

Committee C

History of the Middle East to 1948

000036

b. Another 100,000 were made homeless and ended up in refugee camps.
c. Zionists wanted refugees admitted to Palestine.

3. The High Commissioner was to be empowered "to prohibit and regulate" the transfer or sale of land by Arabs to Jews.
4. The League of Nations pronounced the White Paper in violation of the terms of the Mandate; however, the outbreak of World War II resulted in the suspension of League activities before any other action was taken.
5. As a result of the Jewish support of the war effort, Jewish leaders urged for individual restraint and elaborated a three-fold policy.
6. Illegal immigration was encouraged in defiance of the British authorities.
7. The cooperation of Palestine Jewry in fighting the war was offered to the British government.
8. The desire of the Jews for a national home hardened into a demand for statehood.

F. The Biltmore Program
1. In May, 1942, an Extraordinary Zionist Conference was held at the Hotel Biltmore in New York. The conference decided that several steps should be enacted:
   a. "That the gates of Palestine be opened."
   b. "That the Jewish Agency to be vested with control of immigration into Palestine and with the authority for upbuilding the country."
   c. "That Palestine be established as a Jewish Commonwealth integrated in the structure of the new democratic world."

G. The Arabs and the War
1. The White Paper policy was not an expression of hatred for the Jews but an attempt to secure the loyalty of the Arabs for the war effort.
2. British military power kept the Palestine Arabs quiet, but they remained sullen and uncooperative.

STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee C History of the Middle East to 1948	3. The neighboring Arab states were openly hostile. 4. Britain, to show its friendliness to the Arab states, helped form the league of Arab States in 1945. 5. By the end of World War II, the conflict over the Jewish National Home had reached a deadlock between the Arab nations and other nations that were Pro-Palestine. H. Post World War II Period 1. Zionist groups stepped up illegal immigration into Palestine. a. Violence broke out between Arabs and Jews. b. British troops, opposed by both sides could not halt bloodshed. 2. An Anglo-American Committee set up by the British Labour Government was sent to study the Palestine problem. 3. In April 1946, the committee recommended the admission of 100,000 refugees and the removal of restrictions on land sales to Jews. 4. The Palestine question was brought before the United Nations. a. On February 25, 1947, the British government announced the submission of the Palestine problem to the U. N. b. The General Assembly constituted the United Nations Special Committee on Palestine to examine the issues and submit proposals. c. The majority of the committee's eleven members proposed the partition of the country into an Arab state, a Jewish state, and a special regime for the city of Jerusalem with economic union for the entire country. d. On November 29, 1947, the General Assembly voted to accept the proposal. 5. The Jews accepted partition, but the Palestine Arabs and the Arab states defied the United Nations and prepared to resist. 6. The British government's lack of cooperation prompted the United Nations to reconsider the matter.	

28000

STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee C History to 1948	7. On May 14, 1948, while the General Assembly was in session, the Jews announced that the state of Israel had been proclaimed and the Assembly resolved that a mediator be appointed to seek peace between the Arabs and Israelis.	

00038

STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee D History from 1948	I. The War of Independence and Its Outcome A. The War of 1948 1. With the termination of the Mandate on May 1, 1948, the Arab states invaded Palestine. 2. The Jews held their own and fighting continued until the United Nations imposed a truce. 3. Outbreaks continued during 1948-49 but efforts of the Security Council and peace mediators kept the situation under control. 4. In 1949, Ralph Bunche negotiated an armistice agreement; however, a peace settlement could not be negotiated. 5. The Palestine conflict was unsettled and was defined as a de facto situation. 6. The United Nations recognized the boundaries set by the war. Israel had added territory. Egypt had occupied the Gaza Strip. Transjordan (Jordan) annexed the remainder of Palestine. Jerusalem was held in part by both Israel and Jordan. B. June 5, 1967, was again erupted between Israel and its Arab neighbors. 1. Since the 1950's the Soviet Union had been shipping arms to Egypt and other Arab nations. The U. S. was sending arms to Israel, Jordan, and Saudi Arabia. 2. A military coup had brought a strongly anti-Israel regime to rule in Syria. 3. Arab guerrilla raids on Israeli towns had increased. Israel blamed Syria. 4. Syrian and Israeli jets clashed in April 1967; the U.A.R. moved troops to Israel's border in May 1967. C. The Flight of the Arab Refugees 1. An estimated 800,000 Arabs fled from Israel a. One reason for the flight of the refugees might be the startling and unexpected result of the war.	

00039

STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee D History from 1948	b. Many settled in "temporary" refugee camps in Arab territory. 2. Refugees became subject of bitter Arab-Israel disputes. a. The Arabs claimed that the Israelis forced the refugees out so that they could use this as another charge against the Jews. b. In the early stages of the flight the Israelis made strenuous efforts to persuade the Arabs to stay but the terror of the war was probably an important factor in the Arab's flight. c. Many refugees joined guerrilla groups who vowed to 'liberate' Palestine from the Jews. D. Relations Between the Arab States and Israel 1. The Arab states have refused to recognize Israel and have voiced their determination to see its destruction through policies of encirclement, non-communication, economic boycott, and border harassment. 2. Foreigners cannot normally enter or leave Israel by way of adjoining Arab state. 3. Non-intercourse policies have affected international conferences and regional agencies of the United Nations. 4. There seems to be little reason for optimism because Arab pride has been deeply cut and the Arab world's international problems are so mountainous the leaders blame the enemy outside for them. E. Integrating the society 1. In twenty years, 1.2 million immigrants have arrived in Israel to double its original Jewish population. First came European Jews and then Oriental (sephardic) Jews from the bottom of the economic scale. 2. The June War helped unite the different people in Israel, but this effect is fading because of the competition for jobs, concern about whom one's daughter might marry, and resentment over special privileges for more deprived Orientals. 3. Schools and the army are closing the division.	

00040

STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee D History from 1948	F. The Arabs in the Jewish State 1. Before the June War (1967) the Arab minority numbered less than 400,000. After the war, Israel had one million Arabs. Their high birthrate might eventually give them a majority in the country. 2. An Arab majority would be a threat because if Israel continues its present democratic policies, the Arabs might be able to run the country. 3. There are many questions facing Israel concerning the Arabs. Should the Arabs on the west bank of the Jordan be returned to Jordan, retained, or form a separate nation? If kept, should they be second-class citizens without political rights? Should the Jews accept change and modify their vision of their society? 4. Most Israelis prefer to get rid of newly-acquired Arabs. 5. Israel needs financial and cultural support as well as immigrants from abroad. It is hoped that immigration will help to develop a technological society. G. Israel in the Future 1. Israel can't survive without friends. 2. Israel must fuse many different people out of many. 3. It must be determined whether being Jewish will have any meaning beyond being an Israeli. 4. The future holds challenge. II. Urgent Problems in the Middle East Today A. There is no peace in the Middle East today. 1. Israeli military service has been lengthened to two and a half years, and the Israeli defense budget drains the economy. 2. Israeli ships are refused use of the Suez Canal and the Gulf of Aqaba, which is in direct violation of International laws set by the Constantinople Convention of 1888.	

00041

V. Information Retrieval

Committee D

History from 1948

3. Armed clashes along the Israeli borders have perpetuated a state of tension and affected Israel's foreign relations.
4. The Arab armies are supplied by the Russians.
5. Border attacks by terrorists continue, and Israel often retaliates.
6. The humiliation of the Arabs after the June War has hardened their belligerency.
7. Arabs believe that the land of Israel is Arab land.
8. Israeli leaders predict that rearming could lead to another war.
9. The United States is concerned with the fate of Jerusalem; the Israelis want to keep it; Jordan feels hurt by her loss of part of it; and Arab leaders want a holy war to get back Muslim holy places.
10. The future depends on whether the younger Israelis born Sabras can find better ways of getting along with their hostile neighbors.

B. Israel's stand
1. Insists that it has a legal right to exist as a nation.
2. Willing to consider returning part of the occupied land, but insists on its right to keep all of Jerusalem.
3. Says the refugees are the responsibility of the Arab world.
   a. Claims there would never have been any refugees if the Arabs had not started the war by attacking Israel in 1948.
   b. Those who left as refugees did so by choice.
4. If a peace treaty is agreed upon, Israel said it would offer some payment for land taken from Arab refugees.
5. May also allow some Arabs to resettle in Israel, but insists the majority of the people be Jewish.

C. Arab World's stand
1. Most militant are Palestine guerrillas, fedayeen. They are prepared to fight to the bitter end to drive out the Jews.

25000

STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee D History from 1948	2. Arab nations generally argue that Israel doesn't really plan to give back the occupied lands. 3. Arabs say refugees became such because Israel refused to let them return after the war in 1948. a. Arab countries have no homes for them. b. Their problem will not be solved until Israel is returned to them. 4. Among the Arab nations, Jordan and Lebanon have generally been considered 'pro-West.' a. Does not mean that they are 'pro-Israel.' b. Both countries have appeared to be the most willing to come to peaceful terms. c. They have accepted Arab refugees. d. They have tried to make the guerrillas stop raiding Israel. e. To the guerrillas, this is a 'sell-out.' 1. Guerrillas revolted against King Hussein of Jordan in the fall of 1970. 2. Hussein's army was victorious.	

000043

STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee E U.S. and U.S.S.R. interests in the Middle East	I. United States and Soviet interests in the Middle East - A Battle for Military and Economic Balance of Power A. History of Soviet and American influence. 1. The French, British, and Turks had major and historic roles of influence in the Arab world for a very long time. a. At the end of World War I, French and British, through the League of Nations, took over the Turkish empire. b. The British had the primary political role in opening the way for large-scale Zionist settlement in Palestine. c. The first major Jewish immigration came from Czarist Russia, with most funds supplied by Germans, French, British, and American Jews. 2. After World War II, the imperial power of both Britain and France went into rapid decline. a. The Soviet Union and the U. S. became contenders for dominant influence. b. The U. S. had developed large oil interests, educational and Christian missionary activities in the Arab countries. c. The Soviet Union has continued the Czarist foreign policy of seeking major influence in the Mediterranean - Middle East area. 3. Since the June War the Russians have been supplying Egypt with jets and tanks. a. 85% of Egypt's might has been restored. b. Advisors have been sent to retain the army. c. Warships have been sent to the Mediterranean to counter the U.S. Sixth Fleet. 4. Russian intentions seem to be strengthening the Arabs against Western-oriented Israel. 5. Ex-President Johnson promised Israel's Prime Minister Eshkol that the U.S. would increase military support to Israel if the Soviets build up Arab military might beyond some unidentified limit.	

00044

STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee E U.S. and U.S.S.R. Interests in the Middle East	B. Soviet Union 1. Initial influence of Russia a. 1956-when Britian and the U.S. withdrew their financial support from Egypt's Aswan Dam Project. b. Russia supplied the loan. c. Also backed Egypt in 1956 war with Israel. 2. Aid since 1956 a. Considerable economic and military aid to Egypt and Syria. b. Provided military advisers and technicians. 3. Reason for Russia's interests in the Middle East. a. Have a foothold in the Mediterranean Sea and Persian Gulf area for warm water ports. b. Control of oil reserves of the Middle East. c. Future alignment with the Arab countries under Soviet control. d. Hope to effect a breal down of power and prestige of the U.S. as the first step toward revolution in the Middle East. 4. Reasons for Russia's Success a. Escaped the Arab resentment toward outsiders. 1. They never had a colony in the Middle East. b. As Arabs sought to rid their countries of Western influence, they sought the aid of the Soviet Union. c. They have attempted to meet the emotional needs of the Arab people. d. Their appeal is to the politically disillusioned Arab intellectuals, not the masses. e. Russia has joined the Arab Nationalist Movement and supported it. 1. America feels that all problems have an economic base and can be solved by loans or refusal of loans.	U. S. Interests in Middle East Lenczowski. p. 19 Time, June 22, 1970 The Middle East Jaechel and Peretz p. 149. Lenczowki, p. 32 The Middle East, Walz. p. 13. Nation of Lions Chained. Mehdi p. 134.

00045

STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee E U.S. and U.S.S.R. Interests in the Middle East	5. Soviet Policy towards Mid-East a. Accepts the existence of Israel as a sovereign national state, and has told Arab countries that they must accept existence of Israel. b. Believes that a comprehensive "package-deal" political settlement is best solution. c. Granted large-scale military aid to Syria, Iraq, and the U.A.R., and is prepared to increase that aid in order to protect these countries against further attack. d. Aware of the strength, sophistication, and courage of the Israeli military and have great respect for the Israeli Air Force. e. Does not want an all-out war in the Middle East f. Has strong sympathy for Alfatah and other Palestinian commando organizations, but rejects their approach to Middle East solution. g. Has a special interest in the Suez Canal - move naval and merchant fleet in and out of Indian Ocean without going all around Africa.	Search for Peace, p. 62-65.
	C. The United States 1. Initial influence a. In 1925, American oil reserves were thought to be low. 1. American Oil companies joined in European companies and began using Middle East oil. b. The demand for oil for Europe in 1948 under the Marshall Plan. 2. Political reasons for U.S. interests in the Middle East. a. Containment of Russian and Chinese influence. b. Middle East should be accessible to all nations in terms of economic exchange, etc. c. National security. d. Preservation of friendly governments. e. Commitments there and in Southeast Asia. 1. Oil for the Sixth Fleet	

00046

STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee E U.S. and U.S.S.R. Interests in the Middle East	3. Economic Reasons for U.S. interests in the Middle East a. Limited oil reserves in the U.S. b. Net dollars inflow from trade and investments in the Middle East. 1. $1.7 Billion per year - much in need by U.S. c. Key airport and overflight agreements - for around the world service. d. Interest of American investors, etc. 1. Half the oil moving world trade is handled by U.S. firms. e. The connection and dependency of the economies of the U.S., Canada, Western Europe and Japan on each other. 4. U. S. Policy Towards Mid-East a. Supports U.N. Security Council Resolution 242. b. Must be 'binding commitments' from both Israel and U.A.R. to implement the U.N. Resolution. c. The conflicting parties must themselves work out detailed provisions for security along the frontiers. d. Does not support expansionism, and believes troops must be withdrawn as the Resolution. e. Jerusalem should be a 'unified city', with roles for both Israel and Jordan in civic, economic, and religious spheres.	Jan Walz - 69 Lenczowski - 1 Lenczowski - 41 Lenczowski - 40 Search for Peace, pp. 66-67.
	D. The Arab view toward Russian and U.S. interests in the Middle East 1. Russia is looked upon as backing the Nationalist movement in the Middle East. 2. The Arabs are content to make loans and receive military assistance from Russia, as long as there are no strings attached. 3. America on the other hand is distrusted because of her close ties with the former colonialists of the area. 4. Arabs also feel that America has followed an inconsistent policy in the Middle East. 5. The death of Nasser in September, 1970, will profoundly affect the Mid-East crisis.	A Nation of Lions Chained Mehdi - 133 Mehdi - 135

27000

STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee E U. S. and U. S. S. R. interests in the Middle East	I. United States and Soviet interests in the Middle East - A Battle for Military and Economic Balance of Power A. History of Soviet and American influence. 1. The French, British, and Turks had major and historic influence upon the Middle East. 2. At the end of World War I, French and British, through the League of Nations, took over the Turkish Empire.	

00048

STRATEGY

VI. Suggested Reporting Activities

SOME SUGGESTED REPORTING ACTIVITIES

1. Display a product and natural resources chart and discuss the data presented.
2. Create a panel of "economic experts" who will discuss the economy of the Middle East.
3. Present a sociodrama in which the Zionists try to persuade the British to support their cause.
4. Present a "Man on the Street" program in which Arab and Jewish feelings over the League of Nations' action are aired.
5. Interview an imaginary high-ranking Russian dignitary in relation to Russia's increasing interest in the Middle East.
6. Hold a debate to discuss the reasons and effects of the United States refusal to finance the Aswan Dam.
7. Prepare a "You Are There" program to point out the human reaction to the programs in Russia of a Russian Jew and a Russian national.
8. Exhibit a mural depicting events in the history of Israel.
9. Prepare a script for an international radio broadcast which attempts to convince the Arabs that partitioning is in their national interest.
10. Interview a member of the "Al Fatah" about the rights of the Arabs to make raids into Israel.

00049

STRATEGY	SOME SUGGESTED REPORTING ACTIVITIES
VI. Suggested Reporting Activities (Continued)	11. Present some Arab and Israeli folk songs and/or dances, and report on their history.
	12. Discuss ways of achieving peace in the Middle East. Include the demands of each state and try to work out fair and just compromises.
	13. Report on the position of the Arab Palestinian.
	14. Make a chart on the bulletin board, or report to the class, on the history of the UN intervention in the Middle East, and the present position of the U. N. in the crisis.
	15. Role-play a conference between Gunnar Jarring and the officials of the U.A.R. and Israel, in an effort to find a peace settlement.

00050

STRATEGY	LEARNING ACTIVITY
VII. Overview	After the committees have reported to the class, time should be allowed to review what has been learned and to evaluate the efforts of the learners. Perhaps the class will choose to consider all the original questions that were raised and see whether they have been answered. The major questions will require review so that a foundation is laid for going beyond the material studied to the generalizations. Such questions and many others will suggest themselves to the class, not with an aim of indoctrination, but in order to clarify thinking and to give the children experience in making their own value judgments. It is important that the opinions of all be respected and that there be no "right answer".

000051

STRATEGY	CONTENT
VIII. Generalizations	1. "The governments of large and complex social orders have always actively dealt with economic behavior".
	2. "A society with a very simple technology and lacking any means of transportation save human carriers is confined to the resources of a single area and may achieve only a bare subsistence".
	3. "The moving of things in space in such a way as to make them more useful to man is just as productive as is changing the form of things so as to make them more useful".
	4. "The one great advantage of water transportation under favorable conditions is economy".
	5. "National and regional rivalries have not existed because men had no common language, but they have had no common language because they were not in fact engaged extensively enough in the kinds of social behavior which facilitated and made imperative a common language".
	6. "Prestige is wielded in the modern world through control over or access to the formal channels of mass communication, press, radio, film, and in another respect, church and school."
	7. "... the greater the degree to which members of one group perceive the behavior of members of another as being hostile, the more communication between the two groups will be reduced".
	8. "Where water is scarce enough to jeopardize the well-being of a community, its control (conservation) becomes a matter of public concern".
	9. "Successful reform that puts land in the hands of owners that can count on the fruits of their own enterprise has again in country after country almost literally turned sands into gold".

25000

STRATEGY	CONTENT
VIII. Generalizations (Continued)	10. "Everywhere in the world natural resources have been depleted by ignorant and reckless exploitation that has ignored the inexorable natural laws which maintain them".
	11. "Education and the schools deal consciously with the common culture and, whether they will or not, are involved instrumentally in the process whereby a civilization and a culture are continually remade".
	12. "Because of the influence of the political nature of the state, and that of the culture as a whole, an educational system is largely influenced and its character largely determined by factors and forces outside the school".
	13. "The individual is a living member of the human whole, deriving his life from it through social and hereditary transmission; the transmission of the cultural heritage from one generation to another is a universal purpose of education".
	14. "What individuals do and what they learn vary for two different cultures since the cultural environment clearly has more effect on learning than does the natural environment".
	15. "Though culture is a major force in molding the personality, no one society succeeds in reducing all its members to a single personality type; individuals have distinctive cultural experiences and develop dissimilar personality traits".
	16. "Inherent in the association of human beings in society which is not formless but organized".
	17. "Society can exist only when a great number of men consider a great number of things under the same aspect, when they hold the same opinions upon many subjects, and when the same occurences suggest the same thoughts and impressions to their minds".

00053

00054

STRATEGY	CONTENT
VIII. Generalizations (Continued)	18. "...human society depends upon each person's performing certain tasks in a certain way at the same time that others perform different tasks".
	19. "...as a social movement continues to grow, it acquires a framework of organization".
	20. "Every type of great association has at one time or another been considered subversive".
	21. "In all the countries where political associations are prohibited, civil associations are rare".
	22. "(An important principle underlying all systems of government is that of willingness to sacrifice for the general good of the group".
	23. "The investment of leaders with the exclusive right to employ force or coercion in government occurs only with the formation of the conquest state".
	24. "...individuals and groups oppose vigorously government regulation of their activities, and support vigorously government activities as that directly benefit them".
	25. "Out of a situation of social unrest and dissatisfaction, a state of social disorganization, there will arise sooner or later individuals who will lead the sufferers in protest".
	26. In the absence of a spirit of negotiation, disputes over land claims will lead to increased hostilities.
	27. A small group of dissidents can most successfully disrupt a nation by conducting guerilla rather than all-out warfare.

STRATEGY	CONTENT
VIII. Generalizations (Continued)	28. As nations increasingly seek to serve the causes of peace, they can bring pressure on other nations to settle their differences peaceably.

00055

STRATEGY	LEARNING ACTIVITY
IX. Culminating Activities	SOME SUGGESTED CULMINATING ACTIVITIES

1. Prepare a play that summarizes what the class has learned about the Middle East.
2. Write a short composition telling which Middle Eastern country one would most like to visit, what one would see and do there, and what one would like least and most about the country.
3. Invite a speaker to visit the class and discuss one aspect of the Middle East.
4. Have Middle East party.
5. Entertain another class with folk songs and dances. Explain why and how the dances and songs originated.
6. Make crossword puzzles containing concepts of the unit. Exchange them among the class members.
7. Prepare material, both pictoral and written, for a tourist guide of the Middle East.
8. Take another class on an imaginary trip to the Middle East.
9. Have a quiz show in which the various delineating characteristics of the major land regions of the Middle East are shown: the teams then will guess from what region and object or characteristic is.
10. Have a debate between pro-Israel and pro-Arab groups.

Egypt and the Nile. 17 minutes, color, $200.00.
Encyclopedia Britannica Educational Corporation

Describes the past and current relationship between the Nile River and Egyptian civilization. Explains the historic importance of the Nile for Egyptian Commerce, industry and defense.

Israel: Middle East Neighbor. 16 min., color, $170.00.
Bailey-Film Associates.

In the year, 1948, the new nation of Israel was born. The film stresses the geography of the land and how Israelis have used the available resources to make it one of the fastest growing nations today.

Middle East: The Crossroads of Three Continents. 13 1/2 minutes, color, $162.50.
Coronet Films

A film dealing with the importance of the Middle East's location on a center of trade, culture and peoples.

Suez 14 min., color, $150.00.
Newenhouse/Novo, Northfield, Illinois

A film portrait of the Suez Canal. It dwells on the pride of the Middle East and how the operation of this facility by the Egyptians is a symbol of their independence from the West.

The Middle East: The Need for Water. 16 min., color $210.00.
McGraw-Hill Films.

Shows the importance of water to the area, and how the inhabitants are trying to overcome the hardships of aridity.

The Upsurge of Nationalism. 26 min., black and white, $155.00.
McGraw-Hill Films, 1966.

Shows how new leaders are trying to reshape the people in their countries from a feudal society to a modern society. Borguiba, Nasser and Kassem

25000

"Israel: The Land and the People." color, 49 frames (average) $42.00.
Encyclopedia Britannica Educational Corporation

This is Israel
Galilee
Haifa and the Valley of Jezral
The Jordan Valley
Jerusalem and the Jordan Hills
The Negev
Tel Aviv

Shows how successful and cooperative efforts have made deserts into productive fields.

"The Countries of the Near East" color, script, $42.50

Egypt, Part I
Egypt, Part II
Iran
Israel
Jordan
Lebanon
Saudi Arabia
Syria
Turkey

Comparative study of modern day counterparts of ancient civilizations carrying the traditions of the past while attempting to cope with the economical and political impasses of the present.

000538

00059

BIBLIOGRAPHY

Books

Arberry, Arthur J., ed. London: Cambridge University Press, 1969.

Religion in the Middle East: Three religions in concord and conflict.

Armajani, Yaha Englewood Cliffs: Prentice-Hall, 1970.
Middle East: past and present

Asinoov, Isaac. Boston: Houghton Mifflin, 1968.

The Near East, 10,000 years of history.

Beeri, Eliezer. New York: Praeger, 1970.

Army officers in Arab Politics and society.

Berger, Morroe. New York: Doubleday and Company, Inc., 1964.

The Arab World Today

Campbell, John C. New York: Harper, 1960.

Defense of the Middle East problems of American Policy.

Coon, Carleton S. New York: Holt, 1958.

Caravan: The story of the Middle East.

Covensky, Milton. New York: Harper and Row, 1966.

The ancient Near Eastern Tradition.

Douglas, William D. New York: Harper, 1951.

Strange lands and friendly people.

Field, James. A. Princeton: Princeton University Press, 1969.

America and the Mediterranean world, 1776-1882.

Finnie, David H. Cambridge: Harvard University Press, 1967.

Pioneers east, the early American experience in the Middle East.

Fisher, Sydney N. New York: Knopf, 1969.

The Middle East, a history.

Gottwald, Norman K. New York: Harper and Row, 1964.

All the kingdoms of the earth; Israelite prophecy and international relations in the ancient Near East.

Haddad, George M. New York: R. Speller, 1965-

Revolutions and military rule in the Middle East.

Izzeddin, Nejla M. Chicago: H. Regnery Co., 1953.

The Arab World: past, present, and future.

Jackh, Ernest, ed. Ithaca: Cornell University Press, 1952.

Background of the Middle East.

Lewis, Bernard. New York: Harper and Row, 1964.

The Middle East and the West.

Longoigg, Stephen H. Chicago, Aldine Publishing Company, 1964.

The Middle East: A social geography.

09000

Halderman, John W., ed. Dobbs Ferry, New York: Ocean Publishers, 1969.

The Middle East crisis: test of international law.

Hurewitz, Jacob C. New York: Praeger, 1969.

Middle East Politics: The Military dimension.

Hurewitz, J. C. ed. New York: Praeger, 1969.

Soviet-American rivalry in the Middle East.

Laqueur, Walter Z. New York: Macmillan, 1969.

The struggle for the Middle East; the Soviet Union in the Mediterranean, 1958-68.

Partner, Peter. New York: Praeger, 1960.

A short Political guide to the Arab World.

Patai, Raphael. Philadelphia: University of Pennsylvania Press, 1967.

Golden River to Golden Road; society, culture, and change in the Middle East.

Randall, John R. Boston: Ginn, 1968.

The Middle East.

Rice, David Talbot. New York: McGraw-Hill, 1965.

The Dawn of European Civilization: The Dark Ages.

00061

Safran, Nadav. New York: Pegasus, 1969.

From War to War: The Arab-Israeli confrontation, 1948-67.

Shiloh, Ailon. New York: Random House, 1969.

Peoples and cultures of the Middle East.

Warburg, James P. New York: Atheneun, 1968.

Crosscurrents in the Middle East.

Who's Who in Egypt and the Near East...Egypt, the Sudan, Cyprus, Lebanon, Syria, Jordan, Iraq and Saudi-Arabia. Cairo: Paul Barbey Press.

Williams, Ann. London: MacMillan, 1968.

Britain and France in the Middle East and North Africa, 1914-67.

The World and its Peoples: Middle East. New York: Greystone Press, 1966.

Periodicals

All for one and one for all? proposed Arab federation. Newsweek 76:58. November 23, 1970.

As the flash point near S. Alsop. Newsweek 77:80. January 18, 1971.

Defacto Settlement? S. Alsop. Newsweek. 76:100. October 26, 1970.

Back to Jarring. Newsweek. 77:43-4. January 11, 1971.

Settling in Around the Border (Israel) M. Clark. Time. 97:35-6. January 4, 1971.

29000

Strategy left by Nasser; blackmail the U.S. with Arab oil. M. Copeland. Life. 69: 36-7. October 9, 1970.

Crucial test for old friends. Time. 96:20-1. September 14, 1970.

Dangerous Deadline for the Middle East. Time. 96:20-1. November 9, 1970.

Death of Nasser. Newsweek. 76:31-5. October 12, 1970.

Agony of Amman: it was sheer butchery. A. deBorchgrave. Newsweek. 76:38-9. October 5, 1970.

Where sheiks are sheiks, and money flows: skeikdom states of the Persian Gulf. A. deBorchgrave. Newsweek. 77:30. January 18, 1970.

Demanding Position; Israel to Return to the Peace Table. Newsweek. 76:58. November 23, 1970.

Eglibdan? Sudeglib? or Libdangypt? Proposed Arab federation. Time. 96:27. November 23, 1970.

Hussein's costly victory. Newsweek. 76:35. October 5, 1970.

Inching toward the table. Time. 96:30. December 14, 1970.

Inside Israel: uneasy and ready for anything. U.S. News. 69:43-4. October 26, 1970.

Israel's Dayan: also seeking a solution. U.S. News. 69:39. December 21, 1970.

Jarring in Jerusalem. Newsweek. 77:32-3. January 18, 1971.

Civil war explodes in Jordan. L. Kenkins. Newsweek. 76:35-8. September 28, 1970.

00063

Jordan's Hussein: in search of Peace. U.S. News. 69:38. December 21, 1970.

Jordan: The battle ends; the war begins. Time. 96:24-7. October 5, 1970.

Jordan's Nine-day war. Newsweek. 76:36-7. October 5, 1970.

King vs. Commandos: Jordan's week of war. (Chronology of events) U.S. News. 69:20. October 5, 1970.

Egypt's course now: in Nassar's footsteps. J. Law. U.S. News. 69:41-2. October 19, 1970.

U.S. can breathe easier. J. Law. Newsweek. 69:21. October 5, 1970.

Mideast: big powers sidestep a showdown. U.S. News. 69:19-20. October 5, 1970.

Middle East: cease fire in the balance. Time. 97:30 February 8, 1971.

Mideast: search for stability. Time. 96:10-11. October 5, 1970.

More, the better. UN Newsweek. 76:58. November 2, 1970.

Moshe the Mild. Time. 96:25. November 30, 1970.

Nasser's legacy: hope and instability. Time. 96:20-6. October 12, 1970.

News leader and an uneasy truce. Newsweek. 76: 53-4. October 19, 1970.

Saboteurs of Peace. Newsweek. 76:30. September 21, 1970.

Snoring up Sadat. Time. 96:45. December 7, 1970.

Succession and Stalemate (Egypt) Time. 96:39. October 26, 1970.

Talking about the talks; resumption of Jarring talks. Time. 97:25-7. January 18, 1971.

000064

Thiry days more. Time. 97:33-4. February 15, 1971.

Uneasy truce; General Assembly Debate. Newsweek. 76:54. November 16, 1970.

War flares in Jordan. Life. 69:34-5. October 2, 1970.

War of Words; General Assembly debate. Newsweek. 76:36. November 9, 1970.

Why Peace in the Mideast hangs by a thread. U.S. News. 69:40-3. December 28, 1970.

Why U.S. is worried about Mideast buildup. U.S. News. 69:44. October 26, 1970.

Wrong Move. (UN) Newsweek. 76:42. October 26, 1970.

Paperbacks:

American Friends Service Committee. Search for Peace in the Middle East. Fawcett World Library, 1970. $.75.

Laqueur, Walter. The Israel-Arab Reader. Bantam, 1969. $1.65.

The Middle East. $.40. American Education Publication, Education Center, Columbus, Ohio 43216.

Headline Series, Foreign Policy Association. The Middle East Conflict, October, 1968.

Nationalization of the Suez Canal - 1956: An exercise using World newspapers comparatively. Foreign Policy Association, $2.50.

The Arab-Israeli Conflict: The 1967 Campaign. Scribner's 55 pages, $1.45.

The Middle East and South Asia 1970. Cleveland, Ray L. Ph.D., Stoyker-Post, 89 pages, illustrated, $1.75.

S9006S